

Members understand all too well his decision to spend well-earned time with his family, but we selfishly regret his decision. I know I speak for all who have ever worked with Mal in saying it has been an honor and a pleasure working with him. I would urge him to get at least a good week or two of rest and relaxation, because I know many of us in Congress will still be relying on his continued advice and input. Mal, we wish you and your family the best in retirement and continued success in the future.

TRIBUTE TO THE ASSOCIATION OF WOMEN IN SCIENCE

HON. CONSTANCE A. MORELLA

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mrs. MORELLA. Mr. Speaker, I rise to honor the Association of Women in Science [AWIS] which is celebrating its 25th year of service and commitment to young girls and women in science. AWIS is the largest multidisciplinary science organization for women in the United States. Founded in 1971, AWIS is a nonprofit organization committed to the achievement of equity and full participation for women in all areas of science and technology. Serving as a national voice, AWIS has made a lasting impact on the accessibility of science education and scientific careers to women.

During this special year, AWIS plans to focus its efforts on the continuation and expansion of its programs that promote educational and career opportunities for women in the sciences and engineering. Two current projects include: The Association for Women in Science Mentoring Project and Women Scientists in Academia: Warming up a Chilly Climate. The mentoring project, funded by the National Science Foundation, is a community-based program at 12 locations throughout the country that attempts to foster cooperation between local representatives of scientific organizations, and undergraduate and graduate students. The Women Scientists in Academia project is funded by the Alfred P. Sloan Foundation and focuses on improving college and university environments for the advancement of women in science.

Equality of opportunity for all Americans, regardless of gender, race, ethnicity, religion or physical ability, is the cornerstone of our democracy. We must afford all of our citizens access to science education and science careers without discrimination or other barriers. Our advancement and competitiveness in the global marketplace depends upon it.

Mr. Speaker, it is a proud moment for me to recognize the ground-breaking achievements of AWIS and express appreciation to this outstanding organization for their continuing work toward equity for all women in science and technology.

HOUSING ACT AMENDMENT JEOPARDIZES HOMELESS ASSISTANCE USE OF FEDERAL PROPERTY

HON. CARDISS COLLINS

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mrs. COLLINS of Illinois. Mr. Speaker, I rise to express deep concern over a provision that first appeared in the manager's amendment to H.R. 2406, the U.S. Housing Act of 1996. This legislation passed the House on May 9, 1996. The provision, which is section 506, would seriously jeopardize an important form of assistance to the homeless provided by the title V of the Stewart B. McKinney Homeless Assistance Act. Under that title, providers of homeless assistance have a priority in obtaining Federal surplus real property for such use.

The language of section 506 was not the subject of any committee hearings. It was not the subject of prior consultation with the Government Reform and Oversight Committee, the jurisdictional committee for such a matter. It was not the subject of advance discussions either with the General Services Administration or with the Department of Health and Human Services. Each of these agencies has specific responsibilities with respect to the implementation of title V.

Mr. Speaker, during the 101st Congress, I chaired a subcommittee of the Committee on Government Operations and was a principal author of title V. I know the importance of the work being done by dozens of homeless representatives throughout the country that have obtained use of Federal surplus real property. These properties are helping the providers bring shelter, food, job training, and job search assistance to thousands of homeless men, women, and children.

My concern is that section 506 seems to reflect insensitivity or indifference not only toward the homeless but toward the sacrifices and achievements of numerous provider groups, private and public, that have used and will use title V to serve our less fortunate sisters and brothers. I would note that the same might be said about one of mandatory policy assumptions of the Fiscal Year 1997 Budget Resolution, namely, that title V be repealed.

Let us look at some of the things section 506 does. It gives GSA discretionary authority to disregard title V and transfer surplus real property to a nonprofit organization for homeless shelters, or, and I emphasize that "or", for occupancy or construction by low-income individuals and families. Any such transfer, however, must be concurred in by the appropriate local governmental authorities. Yet once GSA makes a transfer of a portion of the property that is significant as the section defines "significant", transfers of that portion and all other portions of the property will be deemed to be in compliance with title V. This is so, no matter how great the overall size or value of the property is. The term "significant" is defined in terms of a finite size or value or a given fraction of overall size or value.

In using a fractional value criterion, GSA would be in the position of having to appraise the entire property and then make the figure known. The reason is that GSA, in cooperation with the local authorities, would need to predetermine and then announce to potential

nonprofit organizations what portion or portions of the property could be viewed as significant and available for a section 506 transfer. This would create a problem. Any such revelation would prejudice GSA's ability to get top dollar in disposing of other portions of the property by negotiated or public sale.

Under section 506, a qualified nonprofit organization is one that exists chiefly to provide housing or housing assistance either for the homeless or, and I again emphasize that "or", for low-income individuals or families. Housing for low-income persons is certainly a worthy purpose. Under section 506, however, GSA and the local authorities would have the option of using that purpose to displace homeless assistance in the forms for which title V provides, such as shelters.

Section 506 gives GSA broad authority, which includes issuance of implementing regulations. GSA would undoubtedly choose to issue such regulations. Logically, the regulations would provide for some kind of suspension or delay of the existing title V screening or application process. Otherwise, groups wishing to take advantage of the section 506 authority would not have an effective opportunity to do so. It is likely that GSA and the local authorities more often than not would end up concluding a section 506 transfer arrangement. Impelling them would be a mutual desire to avoid involvement with title V processes. Meanwhile, of course, other homeless assistance representatives would be discouraged from planning or acting with respect to any portion of the property.

Mr. Speaker, no case has been made that the title V priority for homeless use should be set aside in this manner or that surplus property use for low-income housing should become for GSA and the local authorities an alternative to meeting basic homeless assistance needs.

Moreover, the language of 506 is full of surprises and ambiguities. Instances of imprecision or omission are quite numerous. It is simply not clear how the language would operate or whether it could operate at all. Here are some of these deficiencies:

First. Section 506 involves only GSA. It gives authority to no other Federal agency. Yet it would impose on GSA strange new functions, including the evaluation of a homeless assistance plan, a low-income housing project, and a qualified nonprofit organization. In contrast to section 506, existing surplus property transfer programs require GSA to rely on the review and approval of the Departments of Interior, Health and Human Services, Education, Transportation, or Justice, depending on whether the property is to be used for recreation, historic monuments, public health (including homeless assistance), education, public airports, or correctional facilities.

Second. There is nothing said in section 506 about the mode of disposal, that is, whether it should be by gift, public benefit discount conveyance, lease, or sale.

Third. There is nothing in section 506 about terms and conditions of transfer, about restricting future use of the property, about its resale, or about compliance action and reversion in the event of nonuse or default.

Fourth. The section authorizes transfers only to nonprofit organizations irrespective of their tax-exempt status. Most title V applicants are required to have such status. In addition the section fails to include as possible transferees local public bodies, such as public

housing authorities, or welfare departments. Public bodies are among the eligible transferees under almost every other Federal property transfer program.

Mr. Speaker, section 506 was not well crafted or adequately considered before it was allowed to creep into H.R. 2406. Therefore, I ask all my colleagues who wish to do the right thing by the homeless and their representatives to join me in urging that the substantive mistakes and the technical deficiencies of this provision be fully addressed when the measure comes before a committee of conference.

CONGRATULATIONS TO KIMBERLY ABLER

HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. KLECZKA. Mr. Speaker, I rise today to pay tribute and offer my congratulations to Ms. Kimberly Abler of Milwaukee for receiving the 1996 Time Warner National Teacher Award, an honor shared only by 15 other teachers in the country.

Ms. Abler, an art specialist at Tippecanoe School for the Humanities in Milwaukee, was recognized for her innovative use of cable television as an educational tool in the classroom. The entry submitted by Ms. Abler and her co-educator, Ms. Jane Borden, was designed to help second grade students connect historical events to their present lives.

This program, titled "Harriet Tubman Freedom Tour," is part of the Cable in the Classroom series of educational shows provided as a public service of the cable industry.

As we move into the information age, it is exciting to see such creativity and initiative in embracing new technology to educate our Nation's youth. I commend Ms. Abler on her achievement and send my sincere appreciation for her dedication to shaping young minds.

STATEMENT BY TERESA SNOW AND TYLER RYAN REGARDING CHANGES IN SECONDARY EDUCATION

HON. BERNARD SANDERS

OF VERMONT

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mr. SANDERS. Mr. Speaker, for the benefit of my colleagues I would like to have printed in the RECORD this statement by Teresa Snow and Tyler Ryan, high school students at Peoples Academy in Vermont, who were speaking at my recent town meeting on issues facing young people:

We're both Seniors at Peoples Academy High School in Morrisville, VT. We're going to talk about improving the education system, and education opportunities. We basically gathered these ideas from our own experiences and our own concerns, and we came up with these topics and ideas.

We believe that all kids should go to preschool, and at an early age they should start learning our language, and many of the words. . . . Being a high school senior, I can't watch the news and understand what they're

talking about, because I don't believe I've had the right education and background. I believe that they should learn about the environment and recycling, what goes where; 'cause, we only got bins in our classrooms, and maybe when I was in middle school, and kids throw their trash in the recycling and throw recycling in trash cans, and they don't really care. You need to know when you're young where things go and how to take care of this world.

I think that foreign language should be a requirement. Because we're in Vermont, we should learn French because we're close to the Canadian border. People in Arizona and New Mexico should learn Spanish, because they're near the Mexican border. We need to learn a foreign language. Tyler wants to work with architecture, and I guess a lot of the supplies come from Japan, and . . . he may need to learn Japanese, and without that readily accessible, then he's not going to be able to know—he's not going to have the right connections.

For middle school and high school ideas . . . I went to England as an exchange student a year and a-half-ago, and . . . they have a different system. They have required classes up till you're like fifteen, and we could have our required classes and our credits from 7th through 10th grade. Then 11th and 12th grade you could do job-oriented in your profession, like singled-out. You can take very, much more focused classes, become more prepared for, if you don't go to college, then you have some background of what you want to do.

We also feel that the teacher:student ratio is really "off." Kids don't get the attention that they need, so we thought that excelling students, kids that are getting 95's in their classes, should have an opportunity of either becoming independent in that course, and possibly spending the class period in the library in the school, or using different resources in like the town libraries, or other schools' libraries or college libraries. Or they could become like teachers aides—complete their work and then go around and help the classroom, 'cause that would help out both ways: it would help the ratio, the greater student:teacher ratio. I also think another thing—if you have students that go to college to become teachers, they should get an opportunity to do apprenticeships, come to schools to help with the ratio as well.

And, kids lately are lacking so much desire and interest in school; it's very, very sad. Like, I could have gone to college, but I really don't have any desire anymore, right now. It's something everybody needs; everybody needs a good education.

Tyler: There definitely needs to be smaller classes; the classrooms are just way too crowded. The technology is not there; like, in our school we have one computer/classroom, and that's definitely not enough, because if you took a class period to work on a class project, or whatever, it would take you . . . it would take the class about a month to do a project over the computer. We think there should be available money for apprenticeships and trade schools, and better, more accessible to scholarships . . . for college, because it's just—the prices are outrageous. We also think that there should be an education tax, which would be put into high school kids' paychecks, that would take out a small percentage to pay for college; and if they decide not to use that money . . . to go to college, they could put it towards retirement, or put it into a savings plan, or something like that.

Congressman Sanders: Both of you have raised some very interesting points. Let me ask you a couple of question, because you have raised some issues I hadn't thought about. The issue, I think, that Teresa and

Tyler have talked about, is that when you go to school as students, in a sense you are consuming a product, and I was wondering how often students are consulted about the quality of that product. In other words, let me just ask you a question: Is it your understanding that students have access to School Board, in order to express their views about the quality of the education they're getting?

Teresa: I know we do [have access] because I was on Student Council, and they've brought things to the School Board about having all-day Winter Carnivals; but . . . they don't listen a lot. I mean, the Student Council were very strong in their presentation, and they had a lot of good ideas, and things to back up what they wanted to do, so it was easily passed. But . . .

Congressman Sanders: So it's not your impression that students are really consulted in terms of how they feel about the good or bad parts of their education.

Tyler: I feel that the School Board doesn't even know what is going on in the school. I've never even seen a School Board member really in a school. They don't come and talk to us; they talk to . . . the teachers. And I don't even feel that the teachers in our school know what the students want or need.

Congressman Sanders: Well, in terms of student involvement . . . do you think it might be of interest or importance for the students to say to the School Board, "Listen, you're spending money on us, don't you want to have our opinion about how well you're doing?"

Tyler: Definitely.

Teresa: I definitely think they should get our opinion, and a lot of times they go to such groups as Student Council or NHS, and those kids aren't giving the school a problem; it's not those kids that the teachers and the School Board want to talk to . . . it's not where the problem is, it's not where the issues lie.

Congressman Sanders: Okay. Teresa, you raised an issue: you said that you perceive that some students are not really interested in learning, they're giving up. Why do you think that's so?

Teresa: Well, when you're in kindergarten and you're with these teachers, that want you to play with blocks and you're having a good time, and you just—teachers don't try to get you as involved, I don't think, and you just lose interest. They don't try as hard. They just want to get on with their class, teach what they're supposed to teach . . .

Tyler: . . . and then finish the class and be done with it. They don't really care about the students that much.

Congressman Sanders: It sounds to me like the suggestion you may be making is we've got to figure out a way to involve the students in the State of Vermont in their own education, more than is the case. Is that right?

Tyler: Yes.

CONGRATULATIONS BOULDER CITY HIGH SCHOOL

HON. BARBARA F. VUCANOVICH

OF NEVADA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 30, 1996

Mrs. VUCANOVICH. Mr. Speaker, I would like to offer my sincere congratulations to Boulder City High School in Boulder City, NV, for winning the region one award at the We the People...the Citizen and the Constitution national finals held in Washington, DC at the end of April. This award is presented to the school in each of five geographic regions with